

THE Connecticut Common School Journal

AND ANNALS OF EDUCATION.

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THE TRUE SPIRIT OF SCHOOL DISCIPLINE.

THERE is no question that the present is an "Age of Progress." It certainly has been asserted often enough to be a fact. There is as little question that the "Universal Yankee Nation" is the nation of progress. There is some evidence of this besides what is furnished by Fourth of July declamations, stump oratory, congressional prize fights, cattle shows, mormonism and fillibustering. There are indeed some excrescent developments in our national and social life, which make decent people hang their heads in shame, as if personally guilty. But many of these are naturally, if not necessarily, incidental to an excessive vitality; and, though these various evil phases of society and government rouse all the shades of feeling, from disgust to indignation, they are the outgrowth of an earnest life however misguided and corrupted. Whatever else they prove they do not prove stagnation; and stagnation is death.

Among the chosen highways by which society is advancing, perhaps the most cheering and conspicuous signs of progress have been developed in popular education. We cannot now remark upon even the most prominent changes that have occurred during the last twenty-five years in public instruction; such as relate to methods, systems, facilities, popular interest, the dignity of teaching, &c. They would furnish material for an interesting volume. A single feature in the charac-

ter and conduct of modern schools is just now of special interest to us.

Until within a comparatively recent period the rod was the symbol of motive power in the school. The whole life of the school issued from authority. It was this that restrained and stimulated, guided, governed, and accomplished everything. There was a tacit understanding that children were one race of beings and that teachers were a different and opposing race; that it was the business of the latter to give orders, and of the former to obey them or take the consequences. During the last quarter of a century, a most happy change has been wrought among the motive forces of the school-room. *There is very much less whipping in our schools than formerly.* At the same time there is much better discipline—much better observance of all school requirements. There must then have been formerly *too much* whipping. Does not such a conclusion press upon us the inquiry *whether there may not now* be too much? We could not for a moment favor the unconditional abandonment of corporal punishment. There are, doubtless, cases, and perhaps always will be, when it must be resorted to. Still more certain is it that *authority* in some form must always be an element in school government. We have no doubt therefore that *penal measures* will always be a necessary part of school discipline; certainly until the millennium comes. In this respect, the school can not be separated from the universal law which ordains that *there can be no true discipline, even in the individual life, which does not involve penalty.* But there is probably no occasion for argument to justify a resort to the penal element in school government. No teacher of a year's experience can have any question about the necessity of it. We have known one or two excellent persons to begin teaching, whose religious training had taught them to believe that a system of government was radically wrong which involved any punitive principle. A very brief experience has entirely upset this theory. The danger is, even in these times, not that too little punishment will be inflicted in our schools, but too much. Some hastily reason that all sound human government is modeled upon the divine plan. *That* comprehends authority, justice, a purpose to reward every man according to his deeds, &c. Therefore they proceed, with little reluctance, to make authority and the coercive features of government all-prevalent in their system. It is true that the divine government embodies these principles. God does speak as a sovereign. He *exercises* authority. But God is LOVE. The terms which designate his attributes seem rather to refer to the modes

in which his real nature expresses itself. But his *real nature, his essence is love*. His entire government on earth, in heaven, and through the whole universe, is the multiform embodiment of this one principle. His every act, whether of justice or mercy, is the purest and most perfect illustration of his *infinite love*.

It is solely upon the principle of perfect love that the government, and discipline of every school should be organized. Every element and means of influence that does not proceed from this should be scrupulously excluded. Of course, in such a school there will never be any unnecessary resort to penalties, least of all to corporal punishment. In our view, whenever a teacher inflicts unnecessary pain upon either mind or body, he not only makes a serious mistake, *but is guilty of a crime*. *Benevolence* should be the constant inspiration of his life. It should vitalize and irradiate everything, like the sunshine. It should appear in his speech, his acts, his manners, his tones of voice, in all his life and intercourse. His coming should give a fresh joy to loving hearts, and not be like the coming of a great shadow, darkening and chilling spirits that would be bright and happy but for him. Who are those who can seldom get through a day without more or less of punishing? They are those between whom and their pupils very little love ever passes either way. Who are they, who for some reason, seldom find occasion for inflicting a penalty? They are those rare ones who are enthroned in the very hearts of their loving and beloved disciples.

But is there really any particular advantage in governing a school by love rather than by authority? There is much every way. In the first place, it is the *only* mode of securing any *real* government. A human being is not truly governed till he is self-governed. A madman may be *restrained* by putting him in a cage where he may fret and foam without harm, but he is not truly *governed until he is cured of his malady* and governs himself. Fear may be able to suppress, in a school, the *exhibition* of a vicious spirit, but how profitless is this comparatively, when the check is only transient. The pent-up evil bursts forth, with all the more vigor, as soon as the brief restraint is removed, that is, as soon as "school is done." This is oftentimes the hour for wicked little teazings and quarrelings to begin, simply because this is the readiest way the spirit of evil, which was only *restrained*, finds to vent itself. On the other hand, a spirit of real reigning benevolence would seek patiently, and gradually, perhaps, to make a child *feel* that any bad disposition is both foolish and wicked, as well as the greatest possible calamity that could befall him. It would show him

too, what a noble, what a glorious thing it is even for childhood to get the victory over an evil spirit, and to enthrone in its place a love for that which is lovely and good. Whenever anything like this has been done for a child, it is governed in a sense which can never be true of it under the influence of any amount of authority. Moreover, what is thus done for it is done for all the future, and is worth more than all that can ever be learned from books. Let us remember also, that *every conquest gained by fear or mere authority, is a defeat, if it might have been won by love.*

Again, how great a gain is secured to the teacher, by adopting such a principle of government. None are so miserable as those who make others so. None have so much happiness as those who give it to others. Who are those who love teaching better than any thing else in the world? They are those who make their school-room the happiest place in the world for the loving ones who flock to it. How perfect, and cordial too, is the obedience rendered to such a teacher. How grieved his pupils are if he seems displeased; how happy if he approves. How true they are to him. How perfectly he can trust them, while the mere *autocrat* knows that beyond his eyesight his requests are remembered only to be sneered at.

We can not dwell more particularly upon the superior advantages of the *benevolent* system of school government. Does any young teacher ask: "How can I organize my school on such a basis as this? How can I make my scholars love me and love to obey me?" We answer, *by really loving them*; not by any mere seeming; not by pretending any affection or interest which is not genuine. Children have sharper eyes than they often get the credit for. They can see through a sham as clearly as older people, and they despise a hypocrite as heartily. Truly love your pupils, fellow-teacher, with a love that will manifest itself *because it must, and because it is*, and not because it will pay; then will they yield you their devotion, their obedience, and their reverent and lasting love. They will be true and faithful to you always. You will never find elsewhere such lasting and precious friends as your pupils will be to you in all the future, if you will only *deserve* their love. "But," do you say, "I cannot love all my scholars; they really are not lovely?" Then poor unfortunate friend, let us say to you in all kindness but with all frankness, you would better give up trying to teach. You may succeed in sewing, or in making shoes, but you never will in teaching, and if you try, will be very likely to do more harm than good. The Great Teacher came to save the lost, the outcast and the vile. He came because he loved them—even

them; and with what a love! If we will let Him come in and have full possession of our own hearts, we shall find no difficulty in loving anybody. *Come every day from the closet to the school-room.* Let your pupils see that you find your happiness in promoting theirs. Devote yourselves to them cordially, heartily. Play with them at snow-ball, at puss-in-the-corner. Teach them something new every day, and thus interest them in study. Let the care of them, the making them better, wiser, and happier, be the all-absorbing interest of your life; study out of school, new methods and expedients for promoting their happiness and welfare. Thus consecrate yourself to them, with high and holy purpose, and you will soon find that the rod has hardly a place among your necessary school apparatus. You will find too, that your school will take care of itself pretty much, and that you are one of the happiest persons in the world.

Thus we have in ideal, the model school and the model teacher; but some of us, alas! poor mortals, are too weak to attain thereunto, and have to adopt various expedients which involve a mixture of motive. Among those that are becoming common, one of the most prominent and important is that of

SELF-REPORTING.

Quite an amount of warm discussion has been given to this subject. We confess that we are not of those who are convinced that, as a feature of school machinery, it is necessarily mischievous. On the other hand, we believe it may be productive of great good; indeed that it may yield some benefits that can hardly be derived in any other way. Of course the success and wisdom of any school expedient, depend very much upon the spirit and mode of its application. We are well aware that a system of self-reporting may be so recklessly administered as to be productive of evil which all time can not measure or remedy.

All the objections we have heard may thus be substantially stated. It offers a premium to deception, and of course encourages it. For instance, when the time for giving the daily report arrives, the pupil knows that if he reports the violation of a rule, he must suffer a penalty in some form. If he is [guilty, and denies it, he will gain at least immunity from discipline. Thus he is tempted to deceive, and if he yields, he is in the end confirmed in the habit of falsehood, the most fearful and the most fatal of all vices, as it comprehends and implies every other. We mean that wherever a person has once fairly lost his reverence for truth in speech, every other virtue,

whether in male or female, will easily surrender at the approach of temptation. The question presented is therefore a very grave one.

Again, the daily morning prayer, which we perhaps utter with our scholars is, "Lead us not into temptation." How then can we dare bring them directly into it?

We may certainly most reasonably pray that we may not be led into temptation and then *abandoned* to it, which, at least, one church formula recognizes as the true meaning of the petition. We should indeed be guilty of an infinite wrong in exposing one of our scholars to the power of temptation, and then leaving him in unaided weakness to its assaults; and yet we believe that he may be exposed to it in such a manner that the encounter shall yield him incalculable good. Let us reflect a little. Are there not some most significant analogies characterizing all forms of development? How is healthful vigor secured to vegetable, physical, mental and moral growth? If the plant is placed in the calm, dark cellar, where are no changes, and no severities of air, or temperature, or light, if it lives at all, it is puny, sickly, and fruitless. While the same plant subjected to all the exposures and hardships of out-of-door vegetable life, becomes strong and thrifty. If a child needs a hardier and more rugged constitution, what physician would advise that he should be kept in a warm room and carefully withheld from the rough severities of weather? If courage is to be developed in the soldier, should he devote himself to inspiring discourses on the nature of heroism, or plant himself amidst the perils of actual battle? Indeed is there anything that is worth culture, that needs it, and is susceptible of it, which has not for its *law of development—difficulty, danger*? It is struggle that gives strength. How are humility, perseverance, self-denial, patience, self-reliance, or any other attributes of a truly noble character acquired? Is there something so really peculiar in veracity that the mode of its culture can form an exception to a rule so universal? They are the victors in a hundred battles that the general trusts for desperate fighting. There are men in our communities,—their names come to our minds,—in whom a breach of integrity would give us as much surprise as to see a mountain moving from its base. Why? *Because they have been tried.* Tried how? By temptation. Has each successful encounter with temptation tended to impair public confidence? Certainly not. They will be the more quickly and implicitly trusted in it as being more able to cope with it than ever before.

We do not mean that it would be wise to adopt any system what-

ever of self-reporting in any school, and we certainly would not advise all teachers to adopt some system. It should only be done by those who appreciate the responsibilities involved, and are willing to assume them. The most earnest and affectionate endeavors should be made by "line upon line, and precept upon precept," by assiduous daily counsels with individuals and with the school, to inspire in the hearts of all a love for truth that will be superior to any temptation. Let them learn that lying is the meanest and most cowardly of vices even under any circumstances of temptation. Let them learn the difference between moral and physical courage; that the one gives rank among bull-dogs, the other among martyrs and heroes. That moral courage furnishes one of the most heroic and sublime spectacles of which human nature is capable, and that there is no higher exhibition of it than when a youth inflexibly adheres to the exact truth, under all circumstances, even those of trying temptation. Let them be impressed with the almost omnipotent power of habit in deciding the permanent character, career, happiness, and destiny for all time; aye, for all eternity. Thus let them be daily inspired and fortified, and watchfully nursed, and we can not doubt that the visible issue will soon be for good.

Let it be understood, in conclusion, that the question is not whether those committed to our care shall ever be subjected to temptation. That question was settled long ago. The only question is, whether they shall be trained and disciplined, in youth, under faithful, daily guidance, for the fearful battles of life, or whether they shall now be carefully withheld from all trial, and by and by sent forth in utter weakness, to the terrible assaults that await them.

PRIMARY SCHOOLS.

ONE of the most hopeful signs of educational progress is in the increasing attention that is given to primary schools. Though much has recently been said on this subject, and well said, there need be no fear of saying too much at present, as the rule should be agitate—agitate, until a radical reform is effected in this department of public school organization. The present movement is encouraging, as it begins at the right end. The improvements made hitherto have been very much like attempts to clear a stream by purifying its mouth. Or like improving a rickety old house by putting on an additional

story in modern style. This begins at the little springs, and, making these pure and healthful, the whole stream will take care of itself pretty much. This begins at the foundation; making that strong and sure, and then working upwards, there will be no incongruous patch-work, and no tottering structure to be propped up by poles.

Nothing seems more passing strange to the reflecting educator, than that tax-payers and parents should sustain so long such a policy as has been adopted respecting primary schools. In the first place tax-payers like to know that they receive an equivalent for their money. Secondly, they do *not* like to know that a large portion of their taxes is without any necessity. Now we venture to affirm that, if our school system were properly organized, the expense of carrying each child from the primary school through the high school, would be ten per cent. less than it is. The average period of school-life, including a High School course of five years, is probably not far from fifteen years. If our system were freed from the defects which attach chiefly to the earlier grades, this period might be abridged at least three years, without any loss whatever to the pupil. That is, pupils would be able to leave school with all the benefits of the present entire course, at the age of sixteen or seventeen, instead of nineteen or twenty. We would not claim that this would involve a reduction of twenty per cent. in consequence of the entire number of pupils in our public schools being reduced by one-fifth. The reduction *might* not be so large as that, but we think it would be, as it would occur in the lower grades of schools; and, contrary to the popular impression, it costs much more to educate this class, that is, those that are in the first five years of their public school course, than those that are in their last five, the number of the former being so much greater.

The particular feature of the plan we would urge upon the attention of school committees is to place the best female teacher in the primary school, with a salary at least equal to the highest that is paid to any female teacher in the town. For example, there are some female teachers in the State that receive a salary of \$600 and are not *paid* then.

We would have just such teachers, at just such a salary, placed in every primary school in the city. In the next grade above, let the principal receive \$500. In the next \$400. Let us see what would be the practical and direct working of such a plan. We have in view, for the present, only such considerations as address the Yankee conscience—the pocket. It would secure earnest, efficient, and

experienced teachers. Now let it be borne in mind that a sound school system supposes that when the youngest class of pupils make certain acquirements, they are to be advanced to the next higher grade, without respect to age. The same with the next higher class, and so on. What, then, is the economic effect of employing first class teachers in the primary schools? It is just the same as in any other teaching. Suppose that a system of military training were so organized that when companies of men, by drilling, had made specific acquirements, they would be advanced to a higher grade of instruction. What would be the effect of giving them, for a teacher, a general rather than a raw recruit? In the first place, they would be ready for advancement in a fourth of the time required by the latter, and, secondly, would be so taught as to be fitted to make much more rapid progress under the higher instruction. Is there anything extravagant in such an assertion? Rather, is not such a result obvious to every one? Suppose that in this military system a certain number of enlistments were made, every year, what would be the effect of employing the best teacher that could be found, as regards the aggregate number in this grade of instruction? Of course it would only be one-fourth as large as when the inferior teacher is furnished. In other words, the best teacher would do the work of four poor ones, and in such a manner, be it remembered, as would render the *subsequent* progress much more rapid. Is there no pecuniary gain in all this? The view we have presented seems to us to be strictly applicable to primary instruction in our common schools. We would not affirm that the best qualified teachers would advance their pupils any exact number of times faster than those now employed; but might it not be reasonably hoped that the advantage in this respect would be so great as to involve a pecuniary gain?

Our limits forbid us to do more than thus suggest to the attention of others, the principle of the change we would urge. We confess a slight feeling of disgust in dwelling so long upon the pecuniary aspect of the change proposed,—not because pecuniary suggestions are to be disregarded, but because they sink into such insignificance in comparison with the higher advantages to be derived from such a plan.

It is during the first two or three years of school life that that which will be predominant in the future character, is taking its hue and bent. It is then that all the permanent modes of thought and habits of mind begin to develop. Is it immaterial, as respects the whole subsequent mental life, whether this be done under the

guidance of superior skill and experience, or be left to mere chance? It is then that all the emotions of a human soul are beginning to germinate and grow, eventually to be a blessing or a curse in the world, according as they are holy or vicious. Is it of no importance that, while these are yet in the germ, they should be assiduously watched and governed? Should be tenderly nurtured, or vigorously suppressed? It is then that the character, the happiness, the entire destiny for two worlds, are subject to the direction and control of others, more than at any subsequent period. Does it make no particular difference whether such interests be entrusted to those who seriously appreciate their responsibilities, and are eminently qualified by nature and experience to discharge them, or whether they shall be committed to those who conclude to teach, because teaching, though not so well paid, is more respectable than doing housework? Oh! is there any spectacle so sad, bitterly sad, as to see sensible Christian parents committing the future welfare of their children to the hands of ignorance, inexperience, and utter incompetency, while they will not entrust the cutting of a dress, or the making of a pair of boots, or any other trivial interest, to any one not in the highest repute for competency and ability! What strange exhibitions we must sometimes furnish to angels!

Are there any who are disposed to think we attach too much importance to the kind of training received during the first few years at school? Let them consider the power of a mother's influence; what it has been proverbially, in respect of the great and good men of history. *What cultivated and devoted Christian mothers are, and always have been, in the world, all primary teachers might and should be.*

We must leave this most fruitful and important subject, conscious that we have only touched upon a few of its surface-thoughts. We earnestly commend it to the attention of all true friends of education, fully believing that the most signal advances that are to be recorded in the annals of popular education, are to have their beginning at the Primary School.

HINTS TO SUCCESS.

1. HAVE an aim. Work for *some* end. Conceive distinctly what that shall be. Give some deliberate reflection to the subject of your labors as a teacher. Seriously consider what the final object of them should be,—what particular result of all your endeavors would justify you in saying, at the end of your career, with humble, grateful joy, "I have been successful." Don't work another day without distinctly discerning *some* goal however distant. What would you think of the merchant who should convert all his wealth into a princely cargo, and then commit his noble ship to the mercy of wind and wave, rudderless and chartless, without any thought or purpose as to its destination. He would forthwith be sent to the mad-house. Yet his conduct would be wisdom itself in comparison with his to whom has been intrusted the training of mind, freighted as it is with the possibilities of infinite wealth, and who goes to his daily work as to a dead and aimless routine. All aimless work is, at the best, useless work. It may be ruinous. The archer may strain his bow with unequaled strength, but, if it be aimless, its shot will be either useless, or kill his friend rather than his foe.

Have an aim as definite as that of the miser or the martyr, and then,

2. Consecrate yourself to it as devotedly as they. Let your school be your almost constant thought. Be diligent to contrive and plan for it; to devise new methods to interest, to instruct, to benefit and bless. Mature your plans deliberately. Execute them calmly, with cheerful pleasantness, but with a resolution that "never surrenders." Don't be frightened at difficulties. To a person with a soul they are only a taunting challenge to battle, and he who is worthy of victory and glory is willing to earn them by earnest battle. Be not depressed by delayed success. Have faith. Only deserve success and it will surely come.

"Never give up! there are chances and changes,
Helping the hopeful, a hundred to one,
And through the chaos High wisdom arranges
Ever success,—if you'll only hope on."

Strike no doubtful nor feeble blows. Let your work have *might* in it; the might of a soul that is on fire with earnestness. Let it be propelled with a will that is indomitable. Be persevering. Cling to your purpose with a persistent tenacity that yields only with success or death. Be every thing that signifies force. Take rank as a

power in the world. Success will not come by wishing for it. Deserve it. Command it. Create it. It is given you to do it if you will.

3. *Self-culture.* Don't forget this. High success in anything worthy of earnest effort is impossible without it. Think. Think much. Don't let your out-of-school life be frittered away in empty, gossipy chit-chat. Have diversion, of course, and of a sort that shall refresh and re-animate soul and body; but let it be as the exception, not as the rule of life. Thought, too, must have food, or starve. Hence you must read. You need not wait till you can buy a library. Call upon the minister or lawyer. They will be glad to see you and serve you. You will find in their libraries various books on history, biography, travels, &c., that will be worth your reading.

It is of essential importance to any particular success in your teaching, whether in the primary or any other grade of school, that you should be familiar with the great facts and principles of Natural Science, including Botany, Zoölogy, Physiology, Natural Philosophy, Chemistry, Geology, Mineralogy, Physical Geography, and Astronomy. At the risk of displeasing divers jealous book-makers, we shall venture to suggest a book in each of these departments as suitable for private reading or reference. If we were to name text-books for class use, the list would be somewhat modified. Botany, Gray's Manual; Zoölogy, either Redfield or Gould and Agassiz; Physiology, Hooker; Natural Philosophy, Silliman, (just issued); Chemistry, perhaps Wells, (just published); Geology, Hitchcock, (rather dry for reading, but more popular books are either less complete, or too large and costly, or too difficult to get, being foreign); Mineralogy, Dana; Physical Geography, Guyot, (Warren is admirable for young classes); Astronomy, Bouvier, (full of interest and instruction, though not the best for advanced classes).

It is not unkind to say that if you are at all fitted for the life of a teacher, you will find such a course of reading full of the richest enjoyment, even aside from its professional bearings, and it will multiply your resources, your efficiency, your successes, and your enjoyment as a teacher, a thousand fold. Neglect all earnest effort for your self-improvement and you will be throughout, and at the end, as at the beginning, meagre, common-place, never rising in professional advancement, in social position, in public estimation; wondering and complaining that you are not appreciated, that others are promoted while you are neglected, and, in the great review, it will appear that your life, though enriched with the most precious of

opportunities, has been little better, if, happily, it has not been worse than a blank. On the other hand, make your self-culture the object of ardent and constant endeavor, and your career will be progressive in everything that signifies success. You will find it a most blessed privilege to teach anywhere. Instead of complaining that you are unfortunate and unappreciated, you will oftener be wondering that you are so singularly favored. As you go on in your career, your journey will be amidst the living proofs of a useful life, until the end shall come, and then, in the midst of those who have been blessed by your devoted labors, the greeting shall be given to you: "Well done! good and faithful servant." Then what an eternity is before you, with those who have come with you, guided there by your humble, but faithful instrumentality.

4. Finally, let your daily rule be, from the closet to the school room. If the great God go with you, you certainly will not go in vain. If you go alone, the issue will be weakness, folly, and failure.

Young fellow-teacher, all the long future is before you. It is given you to choose your own place and destiny in it.

OBJECT LESSONS.

ONE of the most effective methods for interesting and instructing schools of almost any grade, is by means of Object Lessons. The subjects for such exercises are as numerous as the familiar objects that surround us, and, of course, these exercises may be greatly diversified. As some teachers may not have been familiar with the manner of conducting them, the following scene may suggest a simple outline of a course that may be pursued by a young teacher giving her first lesson.

If the teacher is upon such terms with her little ones as she should be, she may venture to say,—“Now, children, you have been very good, most all of you; and when you are good and behave so well, you make me so happy that I feel just like playing. How many of you, when you are happy, feel like running and jumping and having a real good time? Well, now I want to play with you. How many of you would like to play with me? Now, what shall we play? Blind-man's-buff, or Puss-in-the-corner—or would you rather have me teach you a new play?” The preference will probably be unanimous for a “new play.” So the teacher says, “I am glad you want

to learn something new, for that is the way to grow wiser and wiser every day." Then, after thinking a moment, she says, "I think of a play you perhaps will like; it is called *conversation*, and the way to play it is, I talk with you, and you talk with me." Perhaps there may be a few blank faces upon this announcement, the process not being so very wonderful or uncommon, even in the school-room. But the teacher says, "We must, of course, have something to talk about. What shall it be?" Looking about for any familiar object, she takes a book, and holding it up, asks, "What is this?" Answer. "A book." Question. "How do you know it is a book?" Hesitation—perhaps one says, "Because it is;" or another, "Because I see it," &c. Q. The teacher, opening the book, "What is the book made of?" A. "Paper." Q. "Where does paper come from? Is it dug out of the ground, as men dig gold and iron, or does it grow on trees?" In some schools the correct answer would be given; "It is made from rags." Q. "How?" Here knowledge will fail, and the teacher must give an outline of the process, as well as she can. After explaining the process of paper-making, she may say: "You see that men make paper out of rags. Q. What are rags?" A. "Old pieces of cloth." Q. "What is cloth?" The teacher will have to explain that it is made by fastening close together a great many little threads.* "How many of you have ever seen any thread? How many of you know how cotton looks? Well, these little threads in the cloth look just like the thread you sew with, and they are made by drawing out a little bunch of cotton and then twisting it very small, somewhat in this way." (Illustrating.) Q. "Where does cotton come from?" A. "It grows on little bushes." "So that cotton grows on bushes, and cotton makes thread, and threads make cloth, and cloth makes rags, and rags make paper, and paper makes books. Where then does the *material* of books come from?" A. "It grows on bushes." Q. "What else do people use paper for besides making it into books?" Various answers. "They make news-papers. They write letters on it. They make handboxes with it. They paper rooms and kites with it. Store-keepers use it to wrap things in."

The exercise can be carried to any extent, examining and discussing the substances that help to make the book, such as leather,

* The teacher should have, upon the desk, a little bunch of cotton, and a piece of cloth from which she may easily detach one or two threads to show the nature of cloth.

thread, gold, ink, &c. Care should be taken, however, not to have any lesson tediously long. The same object may be taken as the theme for successive lessons. In a similar manner, by selecting various articles of familiar knowledge, such as a shoe, a knife, a hat, a pencil, an egg, or an oyster, pupils might be interested to know that everything we eat and everything we wear comes originally from the earth as vegetable productions, and that everything we drink, and everything we use as tools, or utensils, or machinery, come originally from the earth, either in the vegetable or the mineral form. Even for the air we breathe, we are indebted to vegetation.

We are aware that we have presented the subject very imperfectly; but if we have furnished a fruitful suggestion to any whose professional experience is yet brief, we have accomplished all we hoped. May we say to such, especially to those in the earlier grades of school, that if you will give your earnest attention to this as an occasional mode of instruction, if you will make a few experiments with enthusiasm, and will, and tact, you will probably be gratified with the result. You will probably find yourself beset with unwonted questions. "Pa and ma" will be catechised in a similar way. In other words, you may find that you have effectually awakened a thirst for knowledge which, though humble in its beginning, may be the first chapter of an eventful biography to more than one of your young charge.

THE FORMATION OF AN ICEBERG.—The glacier is composed of fresh water. Its elements are modified more or less by the character of its base. The fracture and disruption is caused by wave action, by gravitation and temperature. The iceberg is a liberated glacier. I know not how to describe it. In color, its whiteness is opaque, like frosted silver. Its base is cobalt blue, and its edges flash and sparkle. Its shape depends on the influence around it. You find all landscape forms and features upon it. Mingled with these pleasing associations are higher feelings of grandeur. I have measured them and have found them to be 300 feet, and the entire height of one such is, therefore, 2,100 feet. Millions of tons are embraced in it, and it moves sometimes three miles an hour. There is something infinitely imposing in its march through the ice-fields.—*North and South.*

Resident Editor's Department.

For the Common School Journal.

CLASSICAL CULTURE.

THE *chief* design of education is *not* to fit its recipient to amass wealth, to make a good appearance among men, or to obtain a livelihood without much labor; though by many a parent any one of these is deemed a sufficient compensation for the dollars and cents expended in the intellectual training of a child. But *whatever* use may be made of acquired knowledge, it is certain, that that course of training, which is *most* productive of *intellectual discipline*, is the best entitled to the term *education*.

The question, what are the advantages at the present time, of a study of antiquity, has been often and ably discussed, and it is at the *advantages* afforded in this department, we would take a glance.

A classical education comprehends a study of the *Greek* and *Latin* languages, together with the matter contained in Greek and Latin books.

The most prominent and obvious advantage of the study of these languages is, that it affords us direct access to the *treasures* of *knowledge* which they contain. The relics that have descended to us from the remains of the literature of these nations, are still at this day exceedingly valuable, as containing much interesting knowledge in various departments of learning. Nearly all that we know of the other nations of antiquity, as well as the entire history of these illustrious nations themselves, is contained in these languages, with all that we know of their arts and political institutions. They contain also many excellent ethical writings. In the *Greek* language in *particular* are found specimens of *poetry* in every department, which have served as models to Europe for two thousand years. Besides this the study of Greek and Latin affords us a *key*, not to the literature of *these* languages alone, but also to *modern* literature. Another advantage is that it affords us the *only key* to the etymological understanding and appreciation of the force and meaning of a large class of words in daily use. It is well known that our language has borrowed

largely from the *learned* languages, not only directly, but also through the medium of the *French*. Hence the knowledge especially of Latin, gives great facility, both in understanding the meaning of many of our *ordinary* words, and in using them appropriately. This is an advantage not easily overrated by those who aim at writing *their own* language with *accuracy* and *elegance*.

But the most important advantage derived from these studies, and one that alone is sufficient to justify a very general extension of classical education, is the effect which they have in training, developing and disciplining the mental powers. A rapidity of intellectual action is gained, which is of incalculable value to the learner. There is something gained by being compelled to commit a variety of forms, the most *regular* and *methodical* that can be found. The exercise of *translation* constitutes a most valuable part of this mental discipline. The meaning of all the terms, as they were intended by the author is to be sought out. Books of reference are to be consulted. The labor of research is often great, and the difficulty of the analysis, which it sometimes requires, may often prove *more* than the student can surmount; yet in the labor of the enquiry consists more of the profit, than in the success of the research. After he has conceived the meaning of the original, it is to be expressed in his own language. His mind is stored with the materials of the author, to which he is only to give another form of expression. Thus his first step to English composition is lightened and made easy, and serves as a continued and most effective training in this branch.

It would be well if all our teachers could be somewhat acquainted with these languages. A person who has had this discipline is enabled to do many times as much thinking every time he reads a sentence in his native tongue, as any other person of equal mental endowments, without any of this training, so that the *objection* which is often made, that these studies are useless to those who cannot take time enough to master them, is unwise. The study of language seems to belong especially to the season of youth, and says a writer on this subject, "I would say to every parent, who has the means, give all your children the benefit of a *classical education*. If your means are too limited, *start* them all in a classical course, as being the one which will multiply the educational outlay a thousand per cent. more than all the systems of science, falsely so called, and practical shorter courses, ever invented as helps to the heedless."

A. M. L.

For the Common School Journal.

TEACHER, WILL YOU FORGIVE ME?

It was on one of the "Hard days" of school, which I believe every teacher experiences occasionally, when there was restlessness and inattention on the part of scholars and the whole atmosphere of the school-room seemed pregnant with disorder, that a little girl, of nine years, came to me with a lie, and told it with such boldness that it shocked me, and caused my blood to chill.

There is perhaps no sin of the child which presents to me such a gloomy aspect, as that of telling a direct falsehood. I was deeply grieved. I talked with her candidly, endeavoring to point out to her the magnitude of her crime, and its consequences. I lifted my heart to God for his blessing, but she continued to affirm her innocence, though with weeping. I told her to go to her mother, and tell her all about it, and come to me in the morning and confess the whole of her guilt. After school I sat down in sadness and thought within myself, "Is this the return for all my kindness to my scholars? Has the effort that I have made to impress moral lessons upon their minds been all in vain? I have often set before them the sin of breaking the commands of a Holy God, and has it been of no avail?" But my sadness was changed to joy. The door opened, and the little girl entered with a quick step, with eyes swollen with weeping, and with a hand raised, she said, "Teacher, I am sorry I told you a lie. Will you forgive me?" She buried her face in her hands in my lap and wept as though her heart would break. I assured her of pardon, but told her there was a higher Power whose pardon she must seek. I commended her in prayer to God.

She promised never to tell another lie, and with a light heart and smile upon her countenance, bidding me a cheerful "good night," went home, as I trust, a better girl. With what joy those words fell upon my sad heart. "Teacher, I am sorry I told you a lie. Will you forgive me?" Fellow teacher, there are many things to encourage us to faithfulness in our labor of love.

Ours is a high vocation. We are making impressions upon the plastic mind of the child, that will last through life, yea, through eternity. How important that we give *right* impressions, impressions that shall be the means in God's hand of leading the child to the blessed Saviour. "In the morning sow thy seed, and in the evening withhold not thine hand: for thou knowest not whether shall prosper either this or that, or whether they shall both be alike good." H.

For the Common School Journal.

NO GOD AT SCHOOL.

THE merry peal of the school-bell, as it rang out on the clear, frosty air, penetrated to Mrs. Arnold's pleasant sitting-room, from which, strangely enough, the light was so excluded that a figure on the sofa was just discernible. There was a quick movement, then a voice said, "Oh! Mrs. Arnold! is it school time?" and the curtain hastily drawn up revealed the pale face and troubled look of the speaker.

"Never mind the time, my dear," said Mrs. A. "The doctor says you're not to go out to-day."

"But I must go."

"Oh, no! Miss Judson can teach to-day."

"I'm afraid she'll not succeed. She is a most excellent assistant, but I fear she has not tact to manage nicely alone, therefore I must go."

Mrs. Arnold was not convinced. She knew the young teacher had long been laboring beyond her strength, and now there was great danger that a serious illness would be the result. So laying her hand lightly on the sick girl, she gently forced her back to the pillow, and with a kiss, bade her "be a good girl."

"Come, Miss Judson, are n't our ringlets in order yet?" called Sarah Arnold. "Oh, yes! here we are," and a fair girl with a face like a dewy rose-leaf, and a shower of auburn ringlets falling over her shoulders, came tripping into the room.

"Why, Julia," and there was a sudden cloud on the fair brow, "what are you thinking of? The first bell has rung and there are half a score of children at the street door, waiting to kiss you."

The bright light came into Miss Seaford's eyes. "The darlings, you must kiss them for me;" then holding out her little hot hand, she said, "Will you mind taking charge of school to-day, Lilla? I am too sick to go out." She saw the cloud on Lilla's face and hastened to add, "I am very sorry for you, but am sure that Mr. Clarke will send some one to assist you."

"Well, if I *must*, I suppose I can, but you'll have to tell me just what to do,"—and she sighed as if terribly injured.

"The programme is in my table drawer; that will guide you. Please give my love to the children, tell them I am sick, and that I hope to hear they have been very good and done all they could to

assist you. And Lilla," she said more earnestly, "you *will* not omit the devotional exercises this morning."

Lilla looked doubtfully at her pretty foot, "I don't know,—I can't promise."

"Don't you profess to be a christian?" was the blunt inquiry of Sarah Arnold. Neither of the girls seemed to notice it, but Julia said again, "Don't omit prayer, Lilla."

The bell again sounded, and Miss Judson went alone to the school-room. We will not follow her there, but transport ourselves to the close of the afternoon session, when, with red eyes and compressed lips, she returned to her boarding place.

"Poor Lilla," said Julia compassionately, "how did you get on to-day?"

"Just no how at all, if that's any satisfaction," was the petulant reply. "I wish you'd get well and manage the brats yourself."

"Why, Lilla, what has happened?" and Julia's pale face was paler still.

"What has happened? I guess you'd know if you'd been there. They acted like so many 'bedlamites;' but one thing is certain, some of them know how ratan feels."

Poor Julia sank back to her pillow and covered her face, while Miss Judson's tongue ran incessantly on the troubles of the day.

A ring at the door, a heavy step in the hall, and then the cheerful voice of Mr. Clarke, the Superintendent, was heard inquiring, "How is your 'birdie' to-night, Mrs. Arnold? I hope Miss J. has told no frightful stories to worry her."

At the first sound of his voice Miss J. hurriedly left the room, but the face of the sick girl was lighted by a bright smile, and she gave him a cordial welcome. After a moment, however, she asked abruptly, "Mr. Clarke, what has been the trouble in school?"

"Oh! nothing to worry you; Miss Lilla was a little cross-grained," said he lightly, then adroitly changed the subject. As he rose to take his leave, he turned to Mrs. A., "Take good care of this little girl, we can't afford to lose her now."

"Mr. Clarke, I shall go to school to-morrow."

"Bless me! are you insane? Why, you positively *shall* not."

"I *must* go," and the voice had a quick nervous ring. "It's killing me to stay here and know of all this trouble."

"I don't like to *enforce* commands on a lady, but go to sleep like a good girl and get well in the course of a week. Good night,"—and he was gone.

The next morning, to the surprise of all, Julia said quietly, "Please, Lilla, go first to the school-room, I will be there in time to lead the devotions." In vain were the protestations of Mrs. A. and her daughters, Augusta and Sarah. When they found she was not to be moved, they brought cloak, hood, tippet, and overshoes, carefully wrapping up the slight form in them.

The school-room door was almost reached when a voice exclaimed, "Julia Seaford, what a child! Here, take my arm," and the kind Superintendent supported her to the door, where he left her, saying, "I'll come in and look after you in a few minutes."

As she entered the room, the children looked up with glad smiles, kissing their hands to her as she passed. They had just finished the Scripture reading, and she named a hymn for the morning offering of praise. As a hundred sweet voices swelled in the strain, the languid eye brightened, the pale cheek flushed, and when at its close, she knelt and offered a simple prayer, there was a holy hush on those young hearts.

Soon the little bell sounded, and the pupils turned to their lessons; while a class, led by Miss Judson, disappeared in the recitation room. Julia's weakness overpowered her, and she laid her head on the table almost as helpless as an infant.

"Dear Miss Seaford, we are *so* glad you've come back, but you are not well," and Carrie Barnes' sweet face was nestled close to that of her teacher. Miss S. raised her head, and seeing the sympathetic faces of the children said, "No, darling, I am not well, but," and her eyes filled with tears, "when I heard how much trouble Miss Judson had yesterday, I was too much grieved to stay away. How *could* you do so?"

There was no response for a moment, but the tearful eyes and troubled faces of the children showed their penitence. Presently Charlie Thompson raised his hand and said gravely, "We are *very* sorry, Miss Seaford, *but we couldn't help it, for Miss Judson didn't pray.* She didn't really," he continued as he noticed the expression of his teacher's face, "and it seemed just as though there was *no God* here at all."

"But God was here just the same," interposed the teacher.

"Yes; ma'am, *but we forgot it.*"

Teacher, think of it. Does it ever seem to the little ones under *your* charge that "God is not here?" Do *you*, by neglecting to call upon "Our Father" cause them to "forget?" Are the "little ones,"

whom "Jesus blessed" not brought daily to His feet and His favor implored for them?

Let those who neglect this solemn duty look well to it, lest from their example children are led to think there is "no God at school."

N.

BROOKLYN, CONN., NOV. 5, 1858.

A BEAUTIFUL THOUGHT.—When I gaze into the stars, they look down upon me with pity from their serene spaces, like eyes glistening with tears, over the little lot of man. Thousands of generations, all as noisy as our own, have been swallowed up by time, and there remains no record of them any more; yet Arcturus and Orion, Sirius and the Pleiades, are still shining in their courses, clear and young as when the shepherd first noted them from the plain of Shinar. What shadows we are, and what shadows we pursue!—*Thomas Carlyle*.

TABLE OF ENGLISH CORRELATIVES.

BY PROFESSOR GIBBS, OF YALE COLLEGE.

THE name *correlatives* is given to certain pronouns, pronominal adjectives, and pronominal adverbs, which have a reciprocal relation to each other, and a correspondence in their forms and significations.

The class of words with which we are now concerned, are *demonstratives*, in the general sense, inasmuch as they do not name any person, thing, quantity, quality, place, or time, but only *demonstrate* or point to it. They are in fact impersonal and unreal, being permanently attached to no person, thing, quantity, quality, etc., but completely abstract or vacillating.

This table of English correlatives is extended beyond its just or natural limits, in order that it may accord with the tables of Latin and Greek correlatives, as they are usually exhibited.

TABLE OF ENGLISH CORRELATIVES.

	I. Nearer Demonstratives.	II. Remoter Demonstratives.	III. Interrogatories.	IV. Relatives.	V. Extended Relatives.	VI. Particular Indefinites.	VII. General Indefinites.	VIII. Negatives.
1. Pure Pronoun of Person.	this,	that,	who?	who,	whoso, whosoever,	some one,	any one,	no one,
2. Pure Pronoun of Thing.	this,	that,	what?	what,	whosoever,	somebody,	any body,	no body,
3. Adjective of Preference.	the or this,	the or that,	whether?	which, (of the two),	whosoever,	something,	any thing,	nothing,
4. Adjective of Quantity.	as great,	so great,	how great?	as (great),	whosoever,	one (of the two),	either, or,	neither, nor.
5. Adjective of Quality.	such,	such,	which? of what kind?	of which (kind),	whosoever,	of some size,	of any size,	of no size.
6. Adverb of Place where.	here,	there,	where?	where,	whosoever,	of some kind,	of any kind,	of no kind.
7. Adverb of Place whither.	hither,	thither,	whither?	whither,	whosoever,	somewhere,	any where,	nowhere.
8. Adverb of Place whence.	hence,	thence,	whence?	whence,	whosoever,	some whither,	any whither,	nowhither.
9. Adverb of Place by which.	this way,	that way,	what way?	by which (away),	whosoever,	from some place,	from any place,	from no place.
10. Adverb of Time.	now,	then,	when?	when,	whosoever,	some way,	any way,	no way.
11. Adverb of Repetition.	so often,	so often,	how often?	as (often),	whosoever,	sometime,	ever,	never.
12. Adverb of Cause or Reason.	so, thus,	so, thus,	how?	as,	whosoever,	sometimes,	any number of times,	no times.
13. Adverb of Cause or Reason.	from this cause,	therefore,	why? wherefore?	why, wherefore,	whosoever,	somehow,	any how,	no how.
14. Adverb of Degree.	so,	so,	how?	as,	whosoever,	from some cause,	from any cause,	from no cause,
					however, howsoever,	some what,	at all	in no degree, not at all.

The I. column consists of *nearer demonstratives*. Comp. Lat. *hic*, Gr. *οὗτος*. They have peculiar forms in English; (1.) initial *h*, as in *here, hither, hence*; (2.) the form *this*, as opposed to *that*; (3.) a special form, as *now*; (4.) forms in common with column II., as *such, thus, so*.

The II. column consists of *remoter demonstratives*. Comp. Lat. *iste* and *ille*, Gr. *ἐκεῖνος*. They have peculiar forms in English; (1.) initial *th*, as in *there, thither, thence, then, therefore*; (2.) the form *that*, as opposed to *this*; (3.) forms in common with column I., as *such, so, thus*.

The III. column consists of *interrogatives*. Comp. Lat. *quis*? Gr. *τις*. The English interrogative element *hu* or *hev*, exhibits itself here under three different aspects; (1.) in *what, which, whether, where, whither, whence, when, why*, with letters transposed; (2.) in *how*, when there is no transposition, and the sound of *u* or *w* is lost in that of the diphthong *ow*; (3.) in *who*, where the transposition takes place, and the diphthong *uo* or *wo* has the sound of *oo* in *moon*.

The IV. column consists of *relatives*. Comp. Lat. *qui*, Gr. *ὅς*. The relative element in English is for the most part the same as the interrogative differently intonated. The adverb of manner and degree *as* (for *also*) was originally a demonstrative.

The V. column consists of *extended relatives* or *universal indefinites*. Comp. Lat. *quicunque* and *quisquis*, Gr. *ὅς ἄν*. They are expressed in English by introducing the adverb *ever*.

The VI. column consists of *particular indefinites*. Comp. Lat. *aliquis*, Gr. *τις*. They have no peculiar form in English, but are expressed by means of the pronominal adjective *some*. They are introduced into the table, in order to conform to the tables of Latin and Greek correlatives.

The VII. column consists of *general indefinites*. Comp. Lat. *quisquam*, Gr. *τις*. They are expressed for the most part in English by means of the pronominal adjective *any*. Only the third and tenth series have peculiar forms; as *either* (= *any one of two*;) *ever*, (= *at any time*.)

The VIII. column consists of *negatives*, the direct converse of the preceding column. Comp. Lat. *nemo*, Gr. *οὐτις* and *μὴτις*. They involve for the most part in English the negative adjective of quantity *no*. The second, third, and tenth series take the simple negative element *ne*; as *nought*, (= *ne aught*;) *neither* (= *ne either*;) *never*, (= *ne ever*.) It is to be observed, however, that the negation properly belongs to the predication of the sentence, and that these words are of the same nature as those of the preceding class.

The first row or series consists of the *pure pronoun of the person*. Comp. Lat. *hic*, Gr. *οὗτος*. They are indicated in English sometimes by the termination, as, *this, that, who*; and sometimes by a distinct word, as *one* or *body*.

The second series consists of the *pure pronoun of the thing*. Comp. Lat. *hoc*, Gr. *τοῦτο*. They are indicated in English sometimes by the termination, as *this, that, what*; and sometimes by a distinct word, as *thing*.

The third series consists of *adjectives of preference*, which combine the pronominal idea with that of number. Comp. Lat. *alter*. Gr. *ἕτερος*. They are indicated in English sometimes by the form of comparatives, as *other, whether, either, neither*; and sometimes by a more full explanation, as *which* (of the two;) *some one* (of the two.)

The fourth series consists of adjectives of quantity. Comp. Lat. *tantus*, Gr. *τόσος*. They have no peculiar form in English, but are expressed by the adjective *great*, variously modified. They are introduced into the table, in order to conform to the tables of Latin and Greek correlatives.

The fifth series consists of *adjectives of quality*. Comp. Lat. *talis*, Gr. *τηλικος*. They have sometimes a peculiar form in English, as in columns I. and II, *such*; but usually are expressed in a more circuitous way.

The sixth series consists of *adverbs of the place where*. Comp. Lat. *hic*, Gr. *ὅθι*. They are all of one formation in English.

The seventh series consists of *adverbs of the place whither*. Comp. Lat. *huc*. They are all of one formation in English.

The eighth series consists of *adverbs of the place whence*. Comp. Lat. *hinc*, Gr. *ὅθεν*. They are for the most part of one formation in English.

The ninth series consists of *adverbs of the place by or through which*. Comp. Lat. *hac*, Greek *τῇ*. They have no peculiar form in English, but are expressed in a more circuitous way. They are introduced into the table, in order to conform to the table of Latin and Greek correlatives.

The tenth series consists of *adverbs of time*. Com. Lat. *nunc*. Gr. *νῦν*. They are expressed in English (1.) by a peculiar termination, as *then, when*; (2.) by special forms, as *now, ever*; (3.) more circuitously, as *some time*.

The eleventh series consists of *adverbs of repetition*. Comp. Lat. *toties*, Gr. *τοσάκις*. They have no peculiar forms in English, but are expressed by means of the adverb *often* or the substantive *times*.

They are introduced into the table in order to conform to the tables of Latin and Greek correlatives.

The twelfth series consists of *adverbs of manner*. Comp. Lat. *ita* and *sic*, Gr. *οὕτως*. They have all a peculiar formation in English.

The thirteenth series consists of *adverbs of the cause or reason*. Comp. Lat. *cur* and *quare*, Gr. *τι*. They are expressed in English for the most part by means of the noun *cause*. Only in columns III. and IV. they have a peculiar form, as *why*.

The fourteenth series consists of *adverbs of intensity or degree*. Comp. Lat. *tam*, Gr. *ὥς*. They are expressed in English (1.) like the adverbs of manner, as *so, how, as*; (2.) more circuitously, as *in any degree, in no degree*.

BUSINESS COURTESY.—Nothing more certainly marks the gentleman than the observance of a uniform courtesy and kindness in the business life. Such a bearing towards all men should be cultivated till it grows to a habit. Surely, kind words are abundant, and cost no more than harsh ones. Many a man has robbed himself of success by an austere and haughty manner. Such an address chills those whom interest attracts, and impairs a confidence that might become almost fond. There is nothing like a quiet, gentle, and polite manner in business. Petulance and passion grow worse by indulgence, and unfit their possessor for pleasant intercourse with his fellows. But every gentleman has a right to demand and receive courteous treatment at the hands of those with whom he may deal. He is worse than a boor who purposely and coolly refuses to extend it.—*Selected*.

THE DISTINCTION BETWEEN GREATNESS AND MEANNESS.—What I must do is all that concerns me, and not what people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after your own, but the great man is he who, in the midst of the crowd, keeps, with perfect sweetness, the independence of solitude.—*Emerson*.

HOW TO READ WITH PROFIT.—For the sake of those who are not greatly accustomed to systematic reading, we make some suggestions as to the best mode of reading so as to gain the highest advantage from the books you peruse.

1 Ascertain the *aim* of the author. You will thus know what to expect from his book, and may save much time, which might otherwise be spent in looking for what you could not find. An attentive reading of the title page, preface, and table of contents, will enable you to judge pretty accurately what the author is about. Some facts, too, which float only among intelligent men, will aid you greatly in these matters.

2. Read *wakefully* and *attentively*, and with a determination to comprehend thoroughly the book you are perusing. Read neither credulously nor skeptically, but candidly; endeavoring to go to the root of the matter, if possible. One hour of such reading is worth a week of the superficial reading which is so common.

3. Read with a *good dictionary at your elbow*, and consult it freely whenever you meet a word you are not sure you understand. Webster and Worcester are the best in general use. We use Webster. Never pass an important word without mastering its meaning in the work you are reading. In this way you will soon gain a good stock of words for your *own use*, while you are learning the meaning of the book you are reading.

4. After reading a chapter, close the book and try to recall, and state briefly in your own language, the substance of the chapter, in the order the author pursues. This is one of the most profitable exercises. It will show you just how much you have gained by reading. If you cannot do this, just read the chapter again. The second reading will probably do you some good. The first reading has been of little use to you, if you are unable to state what the main thoughts are.

5. If the book is your own—but not, if it is a borrowed one—you may mark with a pencil the most important thoughts. You will thus remember them more easily, and can refer to them readily.

Adopting these suggestions, you will read slowly; but what you read will become *yours*. It will stir up your own thoughts, and probably develop your mental power as healthfully as any other discipline you can have.—*Ohio Farmer*.

LOCAL AND PERSONAL.

BRIDGEPORT.—The citizens of this beautiful city have recently voted to have their schools *free*. This is a step in the right direction and when once fairly taken it will give very general satisfaction. The excellent schools of Messrs. Strong and Wilson should be accessible to all the youth and that without "money or price," in the shape of rate bills.

STAMFORD.—The schools in the first district of this place have been made free by a very large vote. We have not had the pleasure of visiting them, but we learn that the schools were never in a more satisfactory condition than under the present efficient teachers Messrs. Balcam and Holley, with several assistant teachers. We hope the day is not far distant when every school in our state will be free. That good time will surely come and glorious results will attend the same. Where the plan of the free school system has once been fairly tried, it has never failed to satisfy every candid and reasonable mind.

LAKEVILLE.—During the session of the Institute at Salisbury, we had the pleasure of visiting the new and pleasant school-house at Lakeville. It is in all respects a credit to the district and we were highly gratified in learning that Ex Gov. Holley, was one of the most active in securing its erection,—cheerfully paying a large tax though having no children to be educated. An example worthy of imitation.

Dr. Knight has here recently opened a school for the training and instruction of youth of imbecile minds. We know of no better location for such a school, and of no better man to take charge than Dr. K. We wish him abundant success in his laudable efforts.

OHIO.—In our next we shall give a well prepared article on the schools and school system of Ohio.

MAINE.—Want of space compels us to omit an article on the educational concerns of this interesting State. We can only say now that in the Hon. Mark H. Dunnell, the Superintendent of schools, the friends of education have an earnest, persevering, judicious agent, who will devote his entire energies to the improvement and elevation of the schools. More in our next.

Communicated.

ROCKVILLE.—We visited the summer schools in the east and west districts of this place. We found in the first department in the east

district, classes in Geometry and Book-keeping, that recited well, but we were particularly pleased with the recitations in Arithmetic. The scholars stood at the blackboard and performed and analyzed problems with great rapidity and accuracy.

In the east district we heard one or two classes recite well, but regretted to see the want of interest in the school and the bad condition of a building so pleasantly situated and in many respects well adapted to a graded school.

BRANFORD.—The school-house in the center district is pleasantly located on the green, but there is great need of an enclosed yard in connection with it. The school is divided into two departments. We passed but a few moments in the primary room, but the school seemed happy. In the first department there were two teachers. The plans adopted appeared judicious, and the school has evidently made great improvement.

In the Quarter district we found a very inconvenient room badly located and with few of the appliances necessary for a good school. The teacher was active and earnest, but had little opportunity to secure good order or scholarship.

STONINGTON.—We found in the south primary school of this borough, one of the best illustrations of the influence of kindness, uniform courtesy and sweetness of temper in dealing with little children. The pupils obeyed because it was pleasant to do so, and they had been taught that it was right. All the exercises exhibited the *tone* and *healthfulness* of the discipline and instructions.

The primary department in the north part of the borough was not in session when we visited the place, but we found an excellent school in the higher department, exhibiting the effects of thorough instruction and proper classification. The citizens of this place possess peculiar advantages for a system of graded schools that shall give to all the opportunity of a good education. The private schools have enjoyed a high reputation and the public schools can be made equally good.

MYSTIC.—We visited a small but pleasant school across the harbor from Stonington, where we found a small house with yard enclosed, which is unusual in an agricultural district like this. The school was in excellent condition. If our friends, Messrs. Carew and Griswold, find all the schools of Stonington in as prosperous a state as those we had the pleasure of visiting, their work, as school visitors, must have some joys.

THOMPSONVILLE.—We were present at the opening of these schools on the 19th of October, and visited all the departments. The buildings have been much improved. An outlay of about sixteen hundred dollars by a judicious committee has secured new and commodious seats in three of the rooms, with many other important and much needed changes. At a meeting held in the evening after an address by the State Superintendent, short addresses or remarks were made by the school visitors, district committee and many of the citizens who exhibited much interest in the work of improvement, and gave unqualified approbation to the action of the committee. C.

THE JOURNAL.—With this number closes the 5th volume of the new series of the Connecticut Common School Journal. The efforts made by a few individuals to sustain it during the period of its existence have been neither few nor small. During the year, now about to close, unusual care and effort have been essential as, in common with every department, the Journal has suffered from the depression of business, and the income from advertisements has been much reduced. But it need not and should not languish for want of support. If the teachers of the State will patronize it as they should do, it will exist independent of advertising means. A little personal effort on the part of our present subscribers would do much towards increasing the circulation of the Journal. If each would procure one additional subscriber, it would place the Journal on an independent footing. Who will do thus much? We are authorized to offer the following inducements to any who will make a special effort in behalf of the Journal.

To any person who will send us the names of twenty new subscribers and \$20, we will send a copy of Webster's Unabridged Dictionary; Dr. Kane's Arctic Expedition;—or the School Teachers' Library, in 5 volumes.

For 40 names and \$40, we will give a set of Mitchell's Outline Maps, new edition.

For the names of five new subscribers and \$5, we will send either volume of the Teachers' Library or a bound volume of the Common School Journal.


Fellow teachers will you aid the Journal? One friend of the Journal has paid \$5 to have the Journal sent to five different persons as a New Years' gift for 1859. Who will do likewise?

INSTITUTES.

IN the month of October and November, five of our County Institutes were held in accordance with arrangements previously announced. The two first were held during the same week,—one at Stonington, for New London County, and the other at Greenwich, for Fairfield County. That for Hartford County was held at East Hartford, that for Windham County at Willimantic, and that for Litchfield County, at Salisbury. They were all well attended both by citizens and teachers. The average number of teachers at each was about one hundred. From an acquaintance with the Institutes for the last four years, we feel no hesitation in saying that none have surpassed, in interest, those of the present season. The earnest attention and courteous demeanor of those in attendance were such as to indicate that an excellent and deserving class of individuals were assuming the important duties of the teachers' profession.

In the several places in which the Institutes were held, the citizens manifested a most generous hospitality towards the members and by their cheerful presence and ready coöperation contributed much to the success of the Institutes and to the happiness of those in attendance. The aggregate number of teachers who have attended at the Spring and Autumn Institutes of the present year, will not vary much from eight hundred. Who can estimate the amount of the influence that these eight hundred teachers will exert during the coming year? May it be for good.

TO CORRESPONDENTS.—We still have several communications on hand, to some of which we shall give space in our next. We have two or three which the writers would hardly care to see in type if we should follow copy in word, letter, and punctuation. One of these is on "Early Impretions," the latter word occurring several times. This word and several others to be found in the same article are not to be found in any dictionary used in the State of Connecticut. The spirit of the article is good, and so are many of the ideas, and we should be glad to give it place if we could consistently. Unchanged it would astonish some, and changed it might astonish the writer.

 **HOLBROOK SCHOOL APPARATUS.**—This apparatus may, for the present, be had of Mr. J. O. HURLBURT, Bookseller, 480 Main st., Hartford. In order to procure it, send to Mr. H. a certificate stating that it is for the use of a specified district. With the certificate, send \$3.25.

BOOK NOTICES.

COUNTRY SCHOOL-HOUSES: containing elevations, plans, and specifications, with estimates, directions to builders, suggestions as to school grounds, furniture, apparatus, etc., and a treatise on school-house architecture. By James Johonnot. With numerous designs by S. E. Hewes. New York: Ivison & Phinney.

This is a beautiful octavo, containing 220 pp. of printed matter and seventy well designed and executed plates. The author, as agent for the New York State Teachers' Association, has had a rare opportunity for learning the wants of the community. The book before us has been prepared with much good judgment, and should be in every school district of our land. It contains in a convenient form a large amount of information which should be accessible to all who are about to erect new school-houses. We rejoice that the number of new school-houses is yearly increasing, and shall still more rejoice if they can be constructed with a due regard to architectural taste. The publishers have well performed their part and made the volume as attractive as it is useful. On the receipt of \$2 they will forward the work to any part of the Union, free of postage.

FIRST BOOK OF SCIENCE, in two parts, being, Part I, **FIRST BOOK OF NATURAL PHILOSOPHY AND ASTRONOMY.** By William A. Norton, M. A., Professor of Civil Engineering in Yale College. 217 pp. 12mo., and Part II., **FIRST BOOK OF CHEMISTRY AND ALLIED SCIENCES**, including an article on Agricultural Chemistry. By John A. Porter, M. A., M. D., Professor of Organic Chemistry in Yale College. 12mo., 202 pp. New York: A. S. Barnes & Co. This volume is printed in a very attractive style, and the matter is in all respects worthy of its style. It will prove a valuable addition to books of science, and the well known ability and reputation of the authors afford clear proof of the correctness of the information given. We commend it to teachers and committees.

THE NATIONAL PRIMER, or Primary word builder. By J. M. Watson. New York: A. S. Barnes & Co. This beautiful little primer seems to be just the thing for the little folks. It is one of the national series of Readers published by Messrs. Barnes & Co., and prepared by Messrs. Parker and Watson, gentlemen of large experience and success as teachers. We consider it one of the very best series now before the public, both as relates to the work of the compilers and publishers. Such books deserve patronage and they will doubtless receive a liberal share.

THE ATLANTIC MONTHLY.—This excellent Magazine fully sustains the reputation of being the best Magazine of the kind now before the public. Subscribe for it and you will receive your money's worth. To any who will send to us the names of ten new subscribers for the Common School Journal and \$10, we will send the Atlantic Monthly for 1859.

PETERSON'S LADIES' MAGAZINE.—This work is a great favorite with the ladies and is in all respects a good Magazine, not surpassed by any. To any of our lady subscribers who will send the names of eight new subscribers and \$8, we will send a copy of Peterson for 1859. Who will have it?

INDEX.

Arnold, Thomas,	- - - - -	82
A Lesson of Life,	- - - - -	284
American Institute of Instruction,	- - - - - 190, 223, 253,	284
Associate Editors,	- - - - -	237
A word to young Teachers,	- - - - -	173
An Incident,	- - - - -	201
Alumni Address,	- - - - -	97
Andover,	- - - - -	125
Ansonia,	- - - - -	158
Ancient Money,	- - - - -	53
Bethany,	- - - - -	58
Branford,	- - - - -	351
Bridgeport,	- - - - - 60, 220,	380
Birmingham,	- - - - -	159
Blessed are the Peacemakers,	- - - - -	167
Boston Schools,	- - - - -	221
Bristol,	- - - - -	284
Book Notices,	- - - - - 32, 63, 127, 159, 192, 224, 255, 286, 320, 352,	384
Cheshire,	- - - - -	29
Columbia,	- - - - -	125
Coventry,	- - - - -	124
Compound Microscope,	- - - - -	33
Chalk and Charity,	- - - - -	326
Confess your Faults,	- - - - -	336
Classical Culture,	- - - - -	368
Cheerfulness,	- - - - -	229
"Cannot I do as I will with my own body?"	- - - - -	238
Colchester,	- - - - - 285,	319
Complaining of Teachers,	- - - - -	131
Chapter on Reading,	- - - - -	134
Clinton,	- - - - -	58
Courtesy,	- - - - - 80,	279
District Committees,	- - - - -	183
District School, past and present,	- - - - -	268
Drawing,	- - - - -	274
Duties of Teachers and pupils,	- - - - -	54
Deep River,	- - - - -	59
Duties, Joys and Trials,	- - - - -	68
Educational Associations,	- - - - -	307
East Haven,	- - - - -	316
Extract from address of D. C. Gilman,	- - - - -	242
East Hartford,	- - - - -	186
Experience,	- - - - -	293
Enigma,	- - - - - 190,	267
Early Scholars of America,	- - - - -	213
Education Journals,	- - - - - 95,	223
Essex,	- - - - -	59
East Haddam,	- - - - -	59, 93

Over the river, - - - - -	153
Our Summer schools and teachers, - - - - -	164
Official, - - - - -	26, 87, 123, 182, 215, 232, 270, 306
Object Lessons, - - - - -	365
Philbrick, John D., - - - - -	1
Poor Spelling, - - - - -	271
Plant Flowers, - - - - -	179
Plea for children, - - - - -	76
Plainfield, - - - - -	188
Punctuation Points, - - - - -	207
Primary Schools, - - - - -	161, 259, 359
Retrospective and Prospective, - - - - -	216
Right Spirit, - - - - -	219
Reading, - - - - -	295
Rights of Brain, - - - - -	332
Right use of questioning, - - - - -	51
System, - - - - -	89
School Government, - - - - -	84, 353
Self-Reporting, - - - - -	353
Southington, - - - - -	347
Study, - - - - -	355
Study your pupils, - - - - -	331
See and Say, - - - - -	329
Spelling, - - - - -	297
School Examinations, - - - - -	21
Stamford, - - - - -	29, 61, 380
School-Houses, - - - - -	39, 171
Sharon, - - - - -	252
Salisbury, - - - - -	252
Seymour, - - - - -	284
Significant fact, - - - - -	181
Scott, Walter, - - - - -	181
School Reports, - - - - -	184
Self-Government, - - - - -	193
State Association, - - - - -	159, 190, 209, 218
Stonington, - - - - -	157, 381
Slade, L. M., letter of, - - - - -	151
Scotland, - - - - -	125, 1
Sterling, - - - - -	125
Teachers' Institutes, - - - - -	94, 126, 190, 253, 285, 301, 319, 347
Talcott, E. E., - - - - -	94
Truthfulness, - - - - -	139
The Teacher, - - - - -	9, 202
The Noble Boy, - - - - -	204
The teacher and his pupils, - - - - -	229
Teachers' meetings, - - - - -	236
Trivial Sorrows, - - - - -	248
The love of home, - - - - -	249
Teachers' duties, - - - - -	251, 281
The struggle and the victory, - - - - -	282
The Quaker's Gift, - - - - -	20
The Watch, - - - - -	27
They can who will, - - - - -	40
The moss rose, - - - - -	43
The Pink, - - - - -	44
The Lambs, - - - - -	44
The Bitter floweret, - - - - -	45
Two ways of telling a story, - - - - -	46
The Schoolmaster, - - - - -	48
The Educator vs. Teacher, - - - - -	49
Trumbull, - - - - -	319
True Pleasures, - - - - -	325
Thompsonville, - - - - -	347, 382
The teacher's harvest, - - - - -	340
Teacher, will you forgive me? - - - - -	370
Table of English Correlatives, - - - - -	370

The Tides,	-	-	-	-	-	-	-	-	-	-	65, 119
The Teacher's Dream,	-	-	-	-	-	-	-	-	-	-	78
The manufacture of words,	-	-	-	-	-	-	-	-	-	-	83
Torrington,	-	-	-	-	-	-	-	-	-	-	92
Vernon,	-	-	-	-	-	-	-	-	-	-	125
Voluntown,	-	-	-	-	-	-	-	-	-	-	126, 285
Waterbury,	-	-	-	-	-	-	-	-	-	-	221
Willimantic,	-	-	-	-	-	-	-	-	-	-	124
Windham,	-	-	-	-	-	-	-	-	-	-	125
Windham County,	-	-	-	-	-	-	-	-	-	-	60, 126, 158, 189, 223, 286, 348
Westbrook,	-	-	-	-	-	-	-	-	-	-	58
Wolcottville,	-	-	-	-	-	-	-	-	-	-	92
Winsted,	-	-	-	-	-	-	-	-	-	-	92
West Hartland,	-	-	-	-	-	-	-	-	-	-	93
Winchester,	-	-	-	-	-	-	-	-	-	-	93
Wallingford,	-	-	-	-	-	-	-	-	-	-	58

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